T·I·E·R

Tiered **I**nterventions Using **E**vidence-Based **R**esearch

Handouts

Academics

Reading Instruction: Secondary

Quick-Write Activity

What specific reading challenges do secondary struggling readers face? Working with a partner, write your responses.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Sample Vocabulary Map

Cognate or translation for English learners →

Student-friendly definition →

Synonyms or related words →

First example relates to students' everyday lives →

Second example relates to the unit of study or passage →

Visual representation to make the word vivid →

First question relates to students' prior knowledge or experience →

Second question relates to your course content →

compassion *(compasión)*

Showing great care or concern

Synonyms: tenderness, sympathy

Example Sentences

1. The Red Cross workers showed great **compassion** toward the people of Haiti after the earthquake struck by providing food and shelter to many homeless people.

2. Mahatma Gandhi is known throughout the world for his **compassion**, dedication to peace, and commitment to nonviolence.

Turn and Talk

1. Tell your partner about a time you showed **compassion** toward others.

2. Why do you think that Gandhi is known for his **compassion**?

https://greatmiddleschools.org/toolkits/reading/vocabulary-maps/

Source: The Meadows Center for Preventing Educational Risk, 2019

Tier 1 Check for Understanding

Write your responses and share with a partner.

1. What are two ways you can support students in reading during Tier 1 instruction?

a. _____

_____

b. _____

_____

2. What are the critical elements of effective comprehension instruction?

_____

_____

_____

_____

Tier 2 Check for Understanding

Write your responses and share with a partner.

1. Secondary students with reading difficulties commonly struggle with decoding and fluency, which results in poor reading comprehension. What are two ways you can address deficits in these areas during Tier 2 instruction?

a. _____

_____

b. _____

_____

2. What are some key features of effective fluency instruction?

_____

_____

_____

_____

Resources for Teaching Reading to Secondary Students

Websites With High-Quality, Research-Based Strategies and Materials

- Center on Instruction
  www.centeroninstruction.org

- Center on Response to Intervention
  www.rti4success.org

- IRIS Center
  https://iris.peabody.vanderbilt.edu

- The Meadows Center for Preventing Educational Risk
  www.meadowscenter.org

- Middle School Matters
  https://greatmiddleschools.org

- National Center on Intensive Intervention
  www.intensiveintervention.org

- Texas Center for Learning Disabilities
  www.texasldcenter.org

- What Works Clearinghouse
  https://ies.ed.gov/ncee/wwc

Research-Based Strategies and Programs for Teaching Decoding to Adolescents

DISSECT (Lenz, Shumaker, Deshler, & Beals, 1996; Woodruff, Schumaker, & Deshler, 2002)

- **D**iscover the context.
- **I**solate the prefix.
- **S**eparate the suffix.
- **S**ay the stem.
- **E**xamine the stem.
- **C**heck with someone.
- **T**ry the dictionary.

SPLIT (Bryant et al., 2015; Bryant, Bryant, Kim, Baker, & Simon, 2001)

- **S**ee the syllable patterns.
- **P**lace a line between each syllable.
- **L**ook at each syllable.
- **I**dentify the syllable sounds.
- **T**ry to say the word.

Tiers 1-3 Sample Lesson Plans for Grade 7

Sample Tier 1 Lesson Plan (50 minutes)

Materials	*Ghost* by Jason Reynolds Chapter 3 (pp. 29–51)
Standards (TEKS; Grade 7)	7.5. Comprehension: The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. (F) make inferences and use evidence to support understanding; (G) evaluate details read to determine key ideas; (H) synthesize information to create new understanding; (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 6.6. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. (D) paraphrase and summarize texts in ways that maintain meaning and logical order; (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; (F) respond using newly acquired vocabulary as appropriate 7.7 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. (B) analyze how characters' qualities influence events and resolution of the conflict
Primary Learning Objective	Students will be able to analyze how characters' qualities influence events and resolution of the conflict.
Supporting Goals	Students will be able to do the following: • Understand and use pretaught vocabulary • Generate and answer "right-there" and inferential comprehension questions • Summarize read text
Group size	Before and after reading: Whole-class instruction (20–30 students)

Vocabulary and Comp.: Before Reading **10 minutes**	Preteach vocabulary "Before we start, let's learn some key vocabulary that you'll encounter in the text. We have vocabulary maps for the words *altercation* and *energized*." For each word, present a student-friendly definition, visual representation, synonym, and example sentence using a vocabulary graphic organizer. Introduce Comprehension Monitoring Strategy "Today, you will write your own comprehension questions while you read the chapter. Writing and answering your own comprehension questions will help you better understand how the characters' actions and behaviors influence the plot. Remember, when I generate a right-there question, the answer is right there in the text. For example, in the last chapter, we learned where Ghost's mother works. I can write a question: Why does Ghost not like the dinners his mom brings home? Ghost doesn't like the meals because they come from the hospital cafeteria where his mother works. This is a right-there question because the answer is right there for me." Pose Comprehension Purpose Question (CPQ) "Remember, be thinking: How do Ghost's actions and behaviors influence the actions of others and introduce more conflict and tension into the plot?"
During Reading **25 minutes**	Students read 8–10 pages of Chapter 3 in predetermined teams of 4. Each student is responsible for writing one comprehension question and answer (a total of four questions per group). Students follow their previously taught collaborative learning procedures. For instance, students will identify roles for each team member (leader, announcer, timekeeper, reporters) before starting, take turns reading the chapter aloud, and carry out their roles. (For an example of team-based learning, see the Collaborative Strategic Reading IRIS Module: https://iris.peabody.vanderbilt.edu/module/csr) While students are reading in groups of 4, circulate, provide feedback, and prompt students to monitor their understanding (e.g., "Luis, can you tell me what's happened so far? Veronica, is he correct? What can you add?").

| **After Reading** **15 minutes** | Summarization
In teams, students write a brief summary of the chapter using their questions and answers from the chapter.

Vocabulary Wrap-Up
Students explain how each pretaught vocabulary word was used in the chapter in their own words.

Call on students to respond and review each vocabulary word.

CPQ Wrap-Up
Lead a brief discussion, asking students: "In what ways did Ghost's decisions in the chapter cause reactions from others?"

Sample response: Ghost decides to fight Brandon Simmons, and this causes Principal Marshall to call home. Instead, Ghost calls Coach, and this threatens his membership on the Defenders. |
| **Lesson Closure** | "Great job today, class. Tomorrow, we'll read the next chapter and continue to learn the effect of the narrator's decisions—and what happens to Ghost." |

Intensifying Instruction Study Questions

Given your experiences working with struggling readers, what challenges might these students experience in completing this lesson?

_____

_____

_____

_____

What are some changes that you would make to the instructional content and delivery to make this a Tier 2 lesson for struggling readers?

_____

_____

_____

_____

Sample Tier 2 Lesson Plan (50 minutes)

Materials	*Ghost* by Jason Reynolds Chapter 3 (pp. 29–51)	

Standards (TEKS; Grade 7)	**7.3: The student reads grade-level text with fluency and comprehension.**
	
	7.5. Comprehension: The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.
	
	   (F) make inferences and use evidence to support understanding;
	
	   (G) evaluate details read to determine key ideas;
	
	   (H) synthesize information to create new understanding;
	
	   (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
	
	6.6. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.
	
	   (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
	
	   (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
	
	   (F) respond using newly acquired vocabulary as appropriate
	
	7.7 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
	
	   (B) analyze how characters' qualities influence events and resolution of the conflict
		Add TEKS related to reading fluency.

Primary Learning Objective	Students will be able to analyze how characters' qualities influence events and resolution of the conflict.	
Supporting Goals	Students will be able to do the following: • **Read multisyllabic words by identifying syllable types or using knowledge of affixes** • **Demonstrate fluent reading** • Understand and use pretaught vocabulary • Generate and answer right-there and inferential comprehension questions • Summarize read text	Add goals related to multisyllable word reading and fluency.
Group size	**6–10 students**	Reduce group sizes.

Word Reading or Fluency	Multisyllable Word Reading	**Affix Practice**	
Alternate between word reading and fluency instruction each day.	**10 minutes**	Students practice reading 8–10 selected affixes, such as *pre-*, *dis-*, *-tion*, *-ture*, etc. **Multisyllable Strategy Review** Students explain syllable types quickly to a partner. **Practice reading multisyllable words that appear in day's text:** **Model strategic reading with two or three words. For example, say, "Watch how I break up this big word (point to *dismantle*). I first break off the prefix *dis-* and suffix *-tle*. I now have *man*. I know this is one syllable because it has only one vowel sound and that it is a closed syllable because it ends in a consonant, so it will say *man*. So this word is *dis/man/tle*. Dismantle." Continue modeling with one or two additional words as needed.** **Students practice reading words from word list that includes practiced affixes.**	Develop multisyllable word reading proficiency through explicit instruction.
	Fluency **10 minutes**	Use an oral reading fluency passage related to the day's text: **Model fluent reading (first read).** **Students read the passage aloud with a partner, who listens and provides feedback (second read).** **Students complete a timed whisper-read individually (third read).**	Develop fluency using a repeated reading routine with modeling and feedback.

Vocabulary and Comp.: Before Reading **10 minutes**	Preteach Vocabulary "Before we start, let's learn some key vocabulary that you'll encounter in the text. We have vocabulary maps for the words *altercation* and *energized*." For each word, present a student-friendly definition, visual representation, synonym, and example sentence using a vocabulary graphic organizer. **Provide additional opportunities for students to hear the words used in context by reading sentences with the word and asking students to raise a response card that says "example" or "nonexample" based on the correctness of the sentence.**

Introduce Comprehension Monitoring Strategy
"Today, you will write your own comprehension questions while you read the chapter. Writing and answering your own comprehension questions will help you better understand how the characters' actions and behaviors influence the plot. Remember, when I generate a right-there question, the answer is right there in the text. For example, in the last chapter, we learned where Ghost's mother works. I can write a question: Why does Ghost not like the dinners his mom brings home? Ghost doesn't like the meals because they come from the hospital cafeteria where his mother works. This is a right-there question because the answer is right there for me. **Use your cue cards as reminders of our question types.**

Pose CPQ
"Remember, be thinking: How do Ghost's actions and behaviors influence the actions of others and introduce more conflict and tension into the plot?"

Model how to answer this question for the previously read chapter. For example, say, "This is a new question for us. Let me show you how I would answer this question. Remember, in the last chapter, we read that Ghost showed up to track practice without an invitation, was rude to Lu, and challenged Lu to a race. It was a close race, and the result caused Coach to offer Ghost a spot on the team. Ghost's action of showing up and challenging Lu creates more tension in the story because he is now on the team and they will be teammates, even though they are rivals."

Side notes:
Students have additional opportunities to practice and respond.

Scaffold question generation through use of cue cards.

Use think-aloud to make CPQ more concrete.

During Reading 20 minutes	**Teacher Modeling of Comprehension Monitoring Strategy** **Lead the reading of 3 pages. At a preplanned stopping point, model how to ask and answer right-there and inferential questions using cue cards.** **Guided Practice of Comprehension Monitoring Strategy** **Ask students to write two questions, providing time to respond. Each student writes a question, increasing opportunities to respond.** Walk around the room and provide feedback individually as students write questions. **Shift to Independent Practice** **Read another 3 pages. At a preplanned stopping point, students break into partners and cooperatively write questions and answer them. While students are working, check in individually with each set of partners and provide feedback and additional support on question writing.**	
After Reading 10 minutes	Summarization **In partners, students write summaries using get the gist questions to help them get started. Each pair writes a gist statement and then additional details to compose a summary.** **Provide feedback to each pair and model or reteach as needed.** **Get the gist questions:** 　　1. **What is the most important "who" or "what"?** 　　2. **What is the most important idea about the "who" or "what"?** **After writing a gist statement, students add details that summarize plot events.** **Further Vocabulary Practice** **Students write sentences with the pretaught vocabulary words using sentence stems. Example sentence stems:** 　• **Students get into altercations when…** 　• **Athletes feel energized when…** CPQ Wrap-Up Lead a brief discussion, asking students: "In what ways did Ghost's decisions in the chapter cause reactions from others?" Sample response: Ghost decides to fight Brandon Simmons, and this causes Principal Marshall to call home. Instead, Ghost calls Coach, and this threatens his membership on the Defenders.	Provide additional scaffolding through the get the gist strategy. Provide additional scaffolding through sentence stems.

Lesson Closure	"Great job today, class. Today, we discussed how Ghost's temper and eagerness to fight led to conflict not only with Brandon, but also with Principal Marshall and Coach. We also learned two new words, *altercation* and *energized*, and continued to practice asking and answering questions as we read. Tomorrow, we will read the next chapter and continue to learn more about how Ghost's actions influence other people and the conflict in the story."

Sample Tier 3 Lesson Plan (75 minutes)

Lesson is 25 minutes longer

Materials	*Ghost* by Jason Reynolds Chapter 3 (pp. 29–51)

Standards (TEKS; Grade 7)	7.3: The student reads grade-level text with fluency and comprehension.
	
	7.b.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
	
	7.5. Comprehension: The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.
	
	  (F) make inferences and use evidence to support understanding;
	
	  (G) evaluate details read to determine key ideas;
	
	  (H) synthesize information to create new understanding;
	
	  (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
	
	6.6. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.
	
	  (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
	
	  (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
	
	  (F) respond using newly acquired vocabulary as appropriate
	
	7.7 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
	
	  (B) analyze how characters' qualities influence events and resolution of the conflict

Primary Learning Objective	Students will be able to analyze how characters' qualities influence events and resolution of the conflict.

| **Supporting Goals** | Students will be able to do the following:
• **Accurately read *er*, *ir*, and *ur* sounds in isolation and in one- and two-syllable words**
• Read multisyllabic words by identifying syllable types or using knowledge of affixes
• Demonstrate fluent reading
• Understand and use pretaught vocabulary
• Generate and answer right-there and inferential comprehension questions
• Summarize read text | Add goal of explicit phonics instruction. |
| **Group size** | **Two to five students** | Further reduce group size. |

Vowel Sound Practice, Word Reading, and Fluency	Vowel Sound Practice 5 minutes	**Have students quickly read previously practiced vowel sounds (short and long vowels). Then, introduce vowel teams *er*, *ir*, and *ur* by modeling how to read the sounds in isolation and then in words using a word list of one- to two-syllable words with a mix of short and long vowels and *er*, *ir*, and *ur* words.**	Incorporate vowel sound practice.
Spend less time on vowel sounds and equal time on word reading and fluency.	**Multisyllable Word Reading** **10 minutes**	Affix Practice Students practice reading 8–10 selected affixes, such as *pre-*, *dis-*, *-tion*, *-ture*, etc. Multisyllable Strategy Review Have students explain syllable types quickly to a partner. Practice reading multisyllable words that appear in the day's text. **Focus on words with *er*, *ir*, and *ur* when possible:** • Model strategic reading with two or three words. For example, say, "Watch how I break up this big word (point to *dismantle*). I first break off the prefix *dis-* and suffix *-tle*. I now have *man*, and I know this is one syllable because it has only one vowel sound. And I know it is a closed syllable because it ends in a consonant, so it will say *man*. So this word is *dis/man/tle. Dismantle.*" Continue modeling with one or two additional words as needed. • Students practice reading words from a word list that includes practiced affixes.	Use the same vowel sounds that were introduced during vowel sound practice to coordinate word reading instruction.
	Fluency **10 minutes**	Use an oral reading fluency passage related to the day's text. • Model fluent reading (first read). • Students read the passage aloud with a partner, who listens and provides feedback (second read). • Students complete a timed whisper-read individually (third read). • **After the third reading, students write a gist statement about the fluency passage.**	Increase opportunities for reading for understanding.

Vocabulary and Comp.: Before Reading **10 minutes**	Preteach vocabulary "Before we start, let's learn some key vocabulary that you'll encounter in the text. We have vocabulary maps for the words *altercation* and *energized*." For each word, present a student-friendly definition, visual representation, synonym, and example sentence using a vocabulary graphic organizer. Provide students with additional opportunities to hear the words used in context by reading sentences with the word and asking students to raise a response card that says "example" or "nonexample" based on the correctness of the sentence. Introduce Comprehension Monitoring Strategy "Today, you will write your own comprehension questions while you read the chapter. Writing and answering your own comprehension questions will help you better understand how the characters' actions and behaviors influence the plot. Remember, when I generate a right-there question, the answer is right there in the text. For example, in the last chapter, we learned where Ghost's mother works. I can write a question: Why does Ghost not like the dinners his mom brings home? Ghost doesn't like the meals because they come from the hospital cafeteria where his mother works. This is a right-there question because the answer is right there for me. Use your cue cards as reminders of our question types." Pose CPQ "Remember, be thinking: How do Ghost's actions and behaviors influence the actions of others and introduce more conflict and tension into the plot?" Model how to answer this question for the previously read chapter. For example, say, "This is a new question for us. Let me show you how I would answer this question. Remember, in the last chapter, we read that Ghost showed up to track practice without an invitation, was rude to Lu, and challenged Lu to a race. It was a close race, and the result caused Coach to offer Ghost a spot on the team. Ghost's action of showing up and challenging Lu creates more tension in the story because he is now on the team and they will be teammates, even though they are rivals."

| **During Reading**

20 minutes | Teacher Modeling of Comprehension Monitoring Strategy
Lead the reading of one page. At a preplanned stopping point, model how to ask and answer right-there and inferential questions using cue cards.

Brief Teacher Modeling of Generating Questions
Model generating a right-there question. Provide second and third examples as necessary.

Guided Practice of Comprehension Monitoring Strategy
Ask students to write two questions, providing time to respond. Each student writes a question, increasing opportunities to respond. Walk around the room and provide feedback individually as students write questions. **Remind students to review the cue cards with the question types.**

Provide question stems for students. Example question stems:
• **What did Ghost do when…**
• **How did Ghost react when…**

Shift to Independent Practice
Read one more page. Then ask, "What happened on this page?"

Students review cue cards for a word that can start a question. Students write questions.

Provide individual feedback, including specific positive reinforcement. | Reduce reading.

Provide additional review of right-there questions.

Provide question stems as a temporary scaffold.

Provide additional opportunities for student response and check for understanding. |

After Reading **20 minutes**	Summarization **Students write a gist statement about the pages read.** **Briefly model, if necessary. Scaffold, if necessary, by saying, "Can you tell me the most important 'who' or 'what' in the pages you read today? What was the most important detail about the 'who' or 'what'?"** **Each partner writes a gist statement. Students cross-check their gist statement with a partner.** **Engage students in a brief discussion to come to an agreement about the gist for the pages read.** **Check gist statements and provide feedback before students write additional details.** After writing gist statements, students add details that summarize plot events. Further Vocabulary Practice Students write sentences with the pretaught vocabulary words using sentence stems. Example sentence stems: • Students get into altercations when…. • Athletes feel energized when…. CPQ Wrap-Up Lead a brief discussion, asking students: "In what ways did Ghost's decisions in the chapter cause reactions from others?" Sample response: Ghost decides to fight Brandon Simmons, and this causes Principal Marshall to call home. Instead, Ghost calls Coach, and this threatens his membership on the Defenders.
Lesson Closure	"Great job today, class. Today, we discussed how Ghost's temper and eagerness to fight led to conflict not only with Brandon, but also with Principal Marshall and Coach. We also learned two new words, *altercation* and *energized*, and continued to practice asking and answering questions as we read. Tomorrow, we will read the next chapter and continue to learn more about how Ghost's actions influence other people and the conflict in the story."

Provide additional opportunities for specific feedback.

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